

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

VOL. I.

HARTFORD, AUGUST, 1854.

No. 8.

CROWDS, IDLENESS, WHISPERING.

(Concluded.)

NEXT morning the marked manuscripts were returned to the writers, who were addressed somewhat as follows: "Where something is wrong, I have made a straight mark; where something is left out, I have made a cross. If you don't know what is the matter, look in the book and correct from that. I want the letters all ready at night, at the same time with to-day's letters. I will look them over at recess or at noon, if you wish, to save time."

And so they were distributed, and new sheets given out by classes.

A few days showed considerable improvement in the work; for all mistakes had to be corrected before leaving school, and work done with manifest carelessness had to be done over again. Thus, without any punishment, it was evidently the wisest and easiest plan, thought the young people, to do the copying and writing pretty accurately at first.

The mere work of copying being now, after two or three weeks, well under way, I next engrafted upon it a little grammar; not however using that word, or any book except the reading book; in order to spare the feelings of those excellent people aforesaid, the "un-grammarians," if I may coin a name for them. My proceeding was this:

I held up a cent. "What is that?"

"A cent."

"Cent," I said, "is a noun."

VOL. IX., No. 8.

16

They looked a little startled, having a dim and undefined feeling that somehow or other, grammar was after them, but yet not in any tangible shape. However, I went on, holding up, next a book, a piece of paper, a pencil, a knife, &c., and saying the same things over and over. Then, having put the facts into their minds, all ready to assume the form of a definition, I said, (not, by the way, aiming at scientific strictness, but at immediate usefulness:)

"A noun is a name of something." This I made them repeat, separately, together, and over and over, until they had memorized the form of words.

"Now open your books."

Suppose the lesson was Jane Taylor's little fable, "The Discontented Pendulum."

I pointed to the first scholar: "Begin at the beginning, and pick out the first noun. The rest may help you."

So he read to himself, (I suppose,) "An old clock"—"Clock," repeated he, perceiving that that was a noun, by the definition.

"Wrong. Who knows?"

Half a dozen hands flew up. "Pendulum," "Jane," "Taylor," they cried, taking the words from the heading of the chapter.

"Wrong. What is it?"

A slow little fellow said, "Lesson."

"Right." That word they had all overlooked, because they had not been used to pay much attention to those words, Lesson 1, 2, &c., over the heading.

So we went on, each in turn selecting a noun, and each being corrected by all, hands being raised for leave to speak.

Having gone through the lesson in that manner, I said:

"Now after you have written your lesson to-day, I want you to make a list of all those nouns, under it. Don't omit any of them, for you know it is stupid business to correct mistakes."

This they thought rather hard, but I assured them it was not, and they did very well. Afterward, when the daily practice enabled them to select nouns with tolerable certainty, I gave them a similar initiatory exercise about the verbs, and then in regular succession upon the remaining parts of speech. My exemplifications and definitions were nearly as follows.

Verb. "Suppose I stick a pin into one of you, when you are not thinking about it. What should you do?"

"Scream," "Squeal," "Holler," "Jump," "Cry," were answers. Then I asked, "Would screaming be doing anything?"

"Yes."

I asked the same of the other actions suggested, and proposed other cases in like manner. My final definition, selected for simplicity and ease of comprehension, was this: "A verb means to do something, or to have it done to you." In this definition I included participles, for the present; leaving the more specific description of that "part of speech" for another time.

Adjective.

"How many kinds of dogs are there?"

Answers. "Big," "Little," "Large," "Small," "Black," "White," "Ugly," "Pretty," and other terms were suggested. After other exercises of the kind, upon the furniture of the room, trees and other common objects, I said, "These words are adjectives. They tell of *what sort* the dogs and trees are. An adjective tells you of *what sort* something is." Articles I counted as adjectives.

Pronoun.

To exhibit the use of the pronoun, I selected a portion of a narrative of some transaction between several people, and read it, putting in instead of the pronouns, the names for which they stood. The class at once perceived how clumsy the arrangement was, and the convenient use of pronouns. Then, upon my asking, "What is the use of the pronouns?" several answered at once, "To stand instead of people's names."

I inquired, "Can't they stand for a tree or a horse? *He* jumped over the fence; I climbed up into *it*." And upon their assenting, I furnished as a definition, "A pronoun stands instead of a noun." I suggested the etymological meaning of the word; viz., that it is a *for*-noun, as standing *pro* (= for) a noun; but ignorance of other languages and undeveloped minds prevented that idea from impressing any of them.

Adverb.

"Sam," pointing to one of the boys, "ran home. How did he run?"

"Fast," answered several.

"How did James," catching him in the fact, "whisper?"

"Softly."

Then I said, "'Fast' and 'Softly' tell *how* they did it. Point to the meeting-house, and tell me where it is."

"There."

"Where are we?"

"Here."

Here I said, "'There' and 'Here' tell *where* something happened."

"When did you eat supper last?"

"Yesterday."

"When shall you eat breakfast next?"

"To-morrow."

"When will you be as high as the house?"

"Never."

Here I explained again: "'Yesterday,' 'To-morrow' and 'Never' tell when something happens."

After a question or two illustrating in like manner another class of adverbs, I gave this definition.

"An adverb tells *how*, or *where*, or *when*, or *how much* anything is done, or is."

This, by the way, is not perhaps a very good definition. It however served my turn, as the ignorance of the pupils saved them from harm by appreciation of its imperfections.

Interjection.

This subject was summarily dispatched, with an "Oh!" and a "Hallo!" The definition was nearly this. "An interjection is a word without any particular meaning, used for crying out."

Conjunction.

This I exemplified very briefly and defined as "a word used to join other words together."

Preposition.

With the preposition I felt more difficulty than with any other part of speech, inasmuch as its office is more metaphysical and abstract in its nature, than those of the rest. I wished to use the ordinary definition—"joins words and shows the relation between them;" but that is so obviously confounded with the offices of the conjunction and the verb, that I did not like to announce so barefaced a confusion, even to classes as backward as mine. Besides, it embraced the purely abstract term relation; a generalization so large that I was hopeless of elucidating it to unphilosophical youngsters of from eight to fourteen. Ultimately I exemplified the use of this class of words by showing in how many ways one might go, in reference to a fence; although I could not quite avoid all abstract notions in my remarks.

"Suppose I am going, and I see a fence. I can go *over* it, or *round* it. How can I *go* about the fence in any other way?"

"Through" and "under" were given.

"Yes. Or I can go *on* it, *across* it, *along* it, *by* it, *past* it, *near* it. Those words, over, round, &c., are prepositions. They show how the going and the fence belong together." Then, having furnished

a few other such exercises, I said, "Prepositions stand between words and show how they belong together." But I was not satisfied, nor am I yet, with the definitions here given of conjunction and preposition. The preposition was the most difficult word to drill upon. It took a long time to get the conception of the office of the word into the minds of the children. As I relied more upon the unconscious results of selection and correction, than upon the comprehension and use of the definitions, I was obliged to wait until repeated efforts gave experience; and to the last there were more errors about the prepositions than about any other class of words.

I shall not conduct this narrative any further at present, for the plain reason that I went no further with the exercise, as I left the school in the spring. Teachers generally (in Connecticut) *leave* when the trees do. But my next step would have been to give a long course of drilling in naming *all* the words, one after another, which would have fixed and classified all the preceding single exercises. The exercise as far as I carried it occupied from twelve to fifteen weeks.

I conclude with a short statement of its advantages.

1. It demanded and insured a vast quantity of work.
2. This gave steady, active and long continued practice in the use of stationery; preparing fair manuscripts; folding and addressing letters properly, &c.
3. It taught writing, as it will be required to be practiced in after life.
4. It taught spelling, in the same way.
5. It laid a thorough foundation for an intelligent and pleasurable study of grammar and of language in general.
6. It developed rapidly the powers of close and steady attention, reflection and comparison.
7. (Which brings the subject for the first time into its relation with the title, and for the sake of which I first arranged its details.) It almost entirely obviated the enormous evils of idleness and whispering, which were before necessarily rife, from the crowded state of the school. As the pupils gained experience, I lengthened their lessons, keeping them as long as I thought they could bear, but not relaxing the strictness of my demands as to completeness and care of execution. I kept the school supplied with all the work which they could turn out; for it must be remembered that besides their one or two or three or four pages of carefully copied writing and carefully selected columns of words, exercises in mathematics, reading, spelling and geography were also kept up to the usual notch. So,

although on full days the pupils sat shoulder to shoulder all the way down the long side benches, and most of them with their backs entirely or partly turned toward me, I could hear no whispering or noise, nor was there any vacant mind. Even if visitors came in—an event rare enough to excite attention, my pupils wasted very little time in looking round. They could not, without ruing it. For they knew that there was not any too much time for the preparation of their lessons in school hours, and that any failure must be made up after school; a time which most children are loth to use in study, and very properly so.

F. B. P.

NOTES ON THE ANTIQUITY OF THE MECHANICAL POWERS.

BY PROF. JOHN BROCKLESBY.

No. IV.

Potter's wheel. The potter's wheel dates from a very high antiquity. The object here sought is velocity, and a swift rotation is given to a mass of clay fixed upon a small upright shaft by connecting by means of a band with a large wheel turned by a crank. The potter's wheel is often mentioned in the Scriptures, and the honor of its invention is claimed for various individuals. Seneca, a Roman writer of the first century, states on the authority of Posidonius, that Anachasis the Scythian, who flourished 900 years B. C., was the inventor. Strabo claims that it was known to Homer, since he mentions the "wheel of the potter;" while Diodorus asserts that this distinction belongs to Perdix. The number of claimants evinces how prevalent was the use of this instrument and the value that was placed upon it. Indeed the existence of the beautiful vases of antiquity, whether Egyptian, Grecian or Etruscan, all attest the early invention of this implement of art.

Simple and elegant in the design, glowing with the ornaments of taste and skill, and enriched with the perfect creations of a luxuriant but chastened imagination; these exquisite antiques bear witness that the potter's art had advanced far beyond the time when the wheel came to his aid, in his first rude essays to form and fashion the stubborn clay.

The perfection which this art attained in China and Japan in a

remote antiquity, brings us to the like conclusion, nor can we deny upon the same ground that the early Persians employed the potter's wheel. Propertius, a Roman poet who flourished in the Augustine era, informs us that the making of pottery and porcelain was at a very early period well understood among the Persians; their vessels not only emulating in beauty the rare porcelain of China, but possessing in addition the quality of resisting the action of fire. Such are some of the particulars in the early history of the wedge, pulley and wheel as a stationary power.

The facts which have just been presented are but a few amid a vast multitude that exist, all tending to show that the mechanic arts attained a high perfection amid the earliest nations of antiquity. The most careless reader of history is struck with the fact, that the farther back his researches extend toward the period of the origin of the human race, the more numerous are the evidences of civilization and refinement. As he pierces deeper into the dim twilight of the past, they thicken around him at every step, until he is lost in astonishment in finding Art pouring from her hand, every gift that can exalt and adorn life; where he expected to meet the ferocity of the savage or the rudeness of the barbarian. No theory was ever more false than that which represented man as existing at the first in a state but little removed from that of the brute, and rising at last by degrees, through successive generations, to the enjoyment of civilization with its attendant blessings. History disproves it entirely. Egyptian paintings executed but six hundred years after the deluge now exist, which are in themselves a perfect museum of the arts; for the subjects of the paintings are workmen busy at their different trades, and their numerous and varied employments show that at this early period the Egyptians were far advanced in the career of refinement and luxury. Here the cabinet-maker with his tools about him, is seen *veneering*. Glass-blowers are at work upon the most delicate articles, and goldsmiths are manufacturing golden fillagree baskets. Vases of elegant forms are delineated, and toilet boxes inlaid with various colored woods are distinctly portrayed.

The sculptures of Nineveh lately brought to light by the researches of Dr. Layard, and which carry us back to a period perhaps equally remote; attest the same fact, and prove that the earliest nation of antiquity in its very infancy was civilized.

How are we to account for these singular revelations? There are some writers who consider it necessary to deny that the deluge

was universal, in order to reconcile it with these discoveries. They appear to cling to the notion that the progenitors of our race must have been barbarians. The difficulty vanishes if we follow the sacred records. Adam in the garden of Eden was not a barbarian, although not gifted with an intuitive knowledge of all; neither was the venerable patriarch, who descended from Mt. Ararat with the few survivors of the flood, once more to replenish the desolate earth.

This little band were doubtless highly gifted and intelligent and thoroughly versed in the arts and sciences that existed in the world before the deluge.

If such was the case, there is no improbability in supposing that the nations which sprung from these founders should also be civilized and refined.

It would be the natural consequence, and but a few centuries would bring the result. We have a striking proof in our own history. Less than two hundred and fifty years ago a few groups of intelligent individuals were scattered here and there along the line of the Atlantic seaboard, and what are we now?—a nation in the forefront of civilization.

Had the nations which rose immediately after the flood been less civilized than they were, they would have degenerated from their ancestors, and when at length they did, then came barbarism, the results of the loss of civilization, and not the primitive state of man.

I have alluded to the arts and sciences existing before the flood, and the question naturally arises, what do we know of these? One antediluvian is mentioned in the Bible as "the father of all such as handle the harp and the organ," and another "as the instructor of every artificer in brass and iron," and this is all; but there is one circumstance connected with the antediluvians which leads us to suppose that they must have possessed consummate skill and extensive knowledge in every department of art and science. That circumstance, their great age. With us our career of discovery and invention has but just commenced when death cuts us off.

The first and best years of our lives must be spent in making ourselves acquainted with the knowledge of those who have preceded us. We must also know where they have failed as well as where they have succeeded, else we may expend our time and strength for naught in reviewing and repeating theories and experiments which have proved false and failed.

When we have thus mastered all past knowledge and information we are then truly prepared and equipped for discovery.

And let us suppose that a rare and gifted mind pursues this tempting path.

One brilliant achievement after another rewards his toil, but in a few years the grave ends his labors. What has been lost? More than ever was revealed. That mind was filled with the elements, the alphabet of a thousand discoveries which had not yet shaped themselves into form and combination, a few words had been given to the world in the discoveries already made, but a glorious language of invention would have followed, had time been afforded for the working of this mighty mind. How would it be with an antediluvian living the long life of nearly a thousand years? If he commenced a branch of science or art in his youth, he could push forward his discoveries century after century. Little time would be spent in poring over manuscripts for attaining any previous knowledge or seeking information from those who lived before him; for most of the knowledge would be stored in his own mind; and year after year he could realize one splendid conception after another. Each succeeding discovery rendered easier by those which preceded it, and full time being afforded for the development of the creations of this teeming mind.

Thousands of pupils and followers like young plants would spring up around him, and in every difficulty that met them in their separate paths, they could repair to this patriarch of knowledge as to a living oracle, for assistance in all their perplexities, and thus would he truly become the "father" of all those who devoted themselves to his pursuits. Imagine for instance, in order to impress this subject more fully, that Sir Isaac Newton, and Watt the inventor of the steam engine, were in their youth eight hundred years ago, when William the Conqueror first raised his standard in England, and that they died but yesterday. Can you, even in imagination, fix a limit to the discoveries and inventions that would have resulted from the efforts of such minds? What would have also been the effect upon other minds devoted to similar pursuits, by having such breathing treasures of every principle of science and art living among them. Supported by such auxiliaries and by others scarcely less venerable in years, they would doubtless have felt as if nothing could resist their efforts, and that nature must yield throughout all her wide domains to the mighty energies within their grasp.

This pride of knowledge would inevitably lead to the most disastrous results, unless tempered by that humility that comes from above. And perhaps this was the cause of that wickedness which

overspread the earth and rendered necessary the purifying waters of a deluge.

The intellect was cultivated, the heart and the soul neglected: man worshipped not his Creator, but in his own vain imagination elevated himself into a God.

THE TWO PICTURES.

WE have been permitted to extract the following graphic lines from a poem delivered by J. K. Lombard, at the recent "Gathering of the Alumni of the Springfield (Mass.) High School."

A small red building on a high, steep hill,
For unknown years has stood and lingers still,
The school-house dubbed, though small, no mean affair,
Perhaps some statesman learned his letters there.
The portal waits no ceremonial knock,
But open wide, ignores both latch and lock,
Proclaiming that the once forbidden tree
Of knowledge, now to every passer free.
An inner door protects the busy fold
From driving snows and winter's searching cold.
In front, the desk, with weapons of misrule
Which make books burdens, and the mind a mule.
Arrayed around, the stiff old oaken forms,
More scarred by knives than ever tree by storms.
The windows loose, and like some grim redoubt
With dark suspicious objects peering out;
A long black box with chinks and cracks replete,
Assumes the office of creating heat;
And while the generous stores of hemlock last,
It vies in fury with the northern blast;
Its steaming sides with fiery ardor glow,
Like Vulcan forging thunderbolts below.
Such is the realm, our modern shops unlike,
Where *overseers* are often on the strike;
High school, if Frenchman like, you mean by 'high'
Removed alike from plain and sky.

When winter's sceptre 'rules the inverted year,'
Our school is ruled by pedagogue severe;
On evil deeds he like a whirlwind falls,
And evil-doers by his frown appalls.

Supreme he sits upon his lofty seat,
Supreme alike in power and self-conceit,
A petty tyrant,—Nero in disguise,
Whose subjects hate and fear him, or despise.

How long shall quacks in every art and trade
Thus dupe their patrons and the laws evade?
The ranting preacher who can scarcely read,
Can utter dogmas and invent a creed;
A second ape with hardly less of skill,
Can mix a draught and make a dose to 'kill';
But more than either, any brainless fool
With strength of arm, can keep a village school.
Some few dull winters such a guide as he,
Preforce has led him through the rule of three;
The harvest in and press of business o'er,
Some other source must swell his scanty store.
Behold him then invested with command,
And harrowing youngsters like unbroken land;
If small his knowledge of the English pound,
With twenty dollars, good, per month and 'found.'
Well may the youth who drinks at such a spring,
Rebel at learning as a 'dangerous thing,'
Escape from school as often as he can,
And long for time to make the boy a man.

With summer's sway begins a gentler reign,
Where milder codes the wayward feet restrain.
The light of love can even tasks beguile,
And gild the veriest dungeon with a smile.
A simple glass with simplest wild flowers filled,
Like Hebe's cup whence nectar drops distilled,
Around its grateful fragrance freely yields
And cheats the senses with the smell of fields.
The old black stove no longer black is seen,
But decked with garlands blooms in gayest green.
Through open sash the merry song of bird
And click of scythes and cricket's chirp are heard.

The books are plain, well used and handed o'er
From sire to son in never failing store.
One battered volume holds the foremost place
The vade-mecum of the rising race,
Whose marshaled words might daunt the boldest eye
With dread 'incomprehensibility,'
Where youthful heroes win a bloodless day

By charging columns like a second Ney.
 The same old sums worked out with endless pain,
 The summer losing what the winter gains.
 The same old speeches drawled in pompous tone,
 Accomplished style because 'tis not his own ;
 And copy-books with all their strange collection
 Of unique forms of uniform complexion.

One name, the last, but not the least endeared,
 If, oft neglected yet at least revered,
 The well-worn Bible, book of sacred truth,
 The staff of age, the guide of wayward youth.
 Shame on the zealot who would tear away
 With ruthless hand, fair virtue's only stay ;
 Shame, triple shame, upon his venal head,
 Who'd sell for place his starving children's bread,
 Remove the Bible from the common school,
 And more than bigot, be a bigot's tool.

* * * * *

Such are the lines our untried hand displays,
 Such are the memories of departed days ;
 Time heralds change contemptuous of the past,
 And old abuses die of age at last.

Another light reveals an altered view ;
 So but a step divides the false and true.
 A handsome structure on a quiet street,
 Of easy access, yet a calm retreat ;
 In front a grass-plot fenced and neatly kept,
 With flowers hedge-bordered and with walks well swept.
 A bubbling fountain in its music seems
 Forever dripping dim, delicious dreams.
 Within are many proofs of taste refined,
 Of care for comfort in the march of mind.
 A place for all things, motto old but good,
 By practice proves its value understood.
 Of maps and charts behold a long array,
 Well chosen maxims all the walls display.
 The floor smooth polished and arrayed in pairs
 At cherry desks and cheerful easy chairs ;
 The noiseless pointer on its circuit fast
 Counts off the minutes all too quickly past,
 And Music too, employs her soothing art
 To form the taste and purify the heart.
 The cheerful group their daily tasks pursue

And seize with pleasure each discovery new.
Their toil directed by no overseer,
Like bond-slaves driven by the lash or fear,
But kindly led by guides of practiced eye
Where deeper mines and richer treasures lie.

Heaven bless the teacher who deserves the name,
But one profession precedence can claim ;
From God to man the *sacred* teacher bends,
Nor human lore with heavenly wisdom blends ;
In science' paths the other seeks for truth
And with its teachings stores the mind of youth,
While every leaf as well as stars that shine
Reveals the impress of the hand divine.

Happy the youth whose early years attend
The faithful counsels of a prudent friend ;
With judgment large and wisdom to direct,
Whom all may love but none can help respect.
To no routine or beaten track confined,
Of rich experience and capacious mind ;
No old Procrustes with a single mold
Which every shape and caliber must hold,
But quick to learn what different natures need
And skilled to follow where their wants may lead.
Such is the teacher you are well aware,
No fancy portrait, though alas ! too rare.

Another form how shall the limner trace
Or paint the features of a well-known face ?
Kind looks, kind heart and ever ready smile,
And if reproving, winning all the while ;
Oft as we gaze upon that open brow
We sigh to think we are not school-boys now.

INTRODUCTION TO THE STUDY OF NATURAL HISTORY.

BY J. L. COMSTOCK, M. D.

No. III.

EVERY person in Connecticut knows the robin, the black-bird, the oriole, the wren and the bob-o-link. Now these birds, so familiar to us all, have such different habits with respect to their modes, and

places of building; the materials of their nests; their times of coming, and in many other particulars, that perhaps it might be interesting and instructive to notice some of the peculiarities belonging to each.

The familiar and half-domesticated robin generally arrives among us in April, though a few, when the winter is mild, remain in warm sheltered places, as cedar swamps, during the whole season. This bird inhabits the whole of North America, and is everywhere known and respected on account of its gentle manners, and its familiar conduct in seeking the abodes of man as places in which to rear its young.

In April or May the pair begin the construction of their nest, which is always entirely new, though we should suppose that the old one might be repaired with much less labor. Having selected a place, after much conversation and considerable delay, they begin by laying a few bits of straw, sea-weed or coarse grass in a proper place, generally on the twin branches of an apple or some other tree, perhaps within a rod or two of the house. This is increased daily, the fibers being well interwoven, and shaped into a circular form. Next the mud or soft clay is laid on, for without this the structure would be blown away. Day after day this is increased, the new and soft material being carefully cemented to the old, until a nice round dish is formed, large enough for the expected brood. When this is finished, which forms the solid part of the structure, it is lined with soft grass mixed with hair, as a resting-place for the young.

When the nest is dry, five or six green eggs are deposited, which in about ten days, by the constant incubation of the female, yield the featherless young. And now the anxiety of the careful pair for the welfare of their family becomes intense. They are constantly on the watch to repel the invasion of the cat, the snake, the hawk, or the cruel boy. They feed them with small worms every few minutes during the day; sit over them during the night, and are ever ready to shield them from the rain, cold or other harm, and never leave them until they are able to take care of themselves.

The good which these birds do by the destruction of thousands of worms and insects, ought always to shield them from harm; and all humane persons rejoice that we now have a law inflicting the penalty of five dollars for the destruction of each and every robin, except on our own farms.

The orioles or hanging birds arrive among us in the month of May, of which they immediately inform us by their loud and con-

stant warbling. The appearance of this beautiful bird is well known, as its nest is generally constructed on a limb of the elm or other tall tree in the vicinity of the farm-house.

The name by which this bird is best known, Baltimore oriole, is derived from the colors of Lord Baltimore's livery, being orange and black. These colors, however, belong only to the male, his partner being dressed in more modest yellow and brown.

The elaborate fabric which these birds construct to contain their expected brood, has always been an object of curiosity and interest, especially to foreign naturalists, since this species is found in no other country. Many of these nests have been sent abroad, and placed in the cabinets of the curious, as the wonderful products of an American bird; and yet so common is this bird's nest among us, that comparatively few have taken the trouble to detach and examine it.

The following description of one of these nests, is from Wilson, the father of American ornithology. Its form is that of a cylinder, of five inches in diameter, and seven inches in depth, rounded at the bottom; the entrance being two and a half inches wide. The materials are flax, hemp, tow, hair and wool, woven into a complete cloth; the whole tightly sewed through and through, with long horse-hairs, several of which measure two feet in length. The bottom is composed of thick tufts of cow-hair, sewed also with strong horse-hair. So solicitous, continues this author, is the oriole to procure proper materials for his nest, that in the season of building, the women in the country are under the necessity of narrowly watching their thread that may chance to be out bleaching, to prevent its being taken as a building material; and the farmer has to be equally careful about the strings tied around his grafts, to prevent their being appropriated to the same use.

This bird inhabits North America from Canada to Mexico, building, and rearing its young in all the states. It migrates to the south early in the season, and spends its winter in the warm climates of Florida and Mexico, to return to us again in the spring.

The wren, the noisy, chattering, smart little wren, it is well known, builds her nest of small twigs, in some sheltered corner about our outhouses. But if you will take the trouble to attach a convenient little box to a tree in the garden, she will prefer this to any other place, and will repay you by raising in it, two broods during the summer. Even an old hat or a gourd shell nailed up on the side of the wood-house will answer her purpose, as she always prefers to make her nest about the habitations of man.

We are sorry to say, however, that this is the most quarrelsome and impertinent little animal with which we are acquainted, so that if two happen to build near together, they are in constant turmoil, especially after their young are hatched; the males scolding and defying each other, almost from morning to night, and sometimes fighting like hawks.

Besides their pugnacious dispositions among themselves, they are exceedingly impertinent and overbearing toward other birds, often attacking those of two or three times their own size, as the black-bird, swallow and martin. But what is still more vexatious, is their habit of appropriating the finished nests of other birds to themselves. The blue-bird and martin often suffer from this injustice; the wrens taking some opportunity when the rightful owners are absent, go to work and barricade the apertures to their nests, leaving only sufficient space to admit themselves, and when the builders come home they find their doors effectually barred against them, the impudent little occupants putting out their heads and adding insult to injury, by notes of exultation and defiance.

The young wrens do not leave their nest until they are able to fly a short distance, and it is an interesting sight to observe these active little creatures following their parents, and to witness the solicitude and pride they display on these occasions.

The antipathy the wren has to the cat is well known and quite amusing, the bird never ceasing to scold in the most spiteful tones so long as its natural enemy is in sight.

The cow bunting, or cow bird, is a well known species, and is so called, because it is often seen in the pasture catching the insects about these animals, and even sometimes lighting on their backs.

This bird is celebrated among naturalists on account of its want of that instinctive and ardent disposition common to most other animals to feed and nourish their progeny. Every other bird, with the exception of the English cuckoo, whether their nests are carefully constructed or consist of a few leaves on a rock, bring forth their own by incubation, or in other words, by sitting on their own eggs. But the cow bird, to avoid the labor of building her nest, denies herself the pleasure of hatching and nurturing her young. With the disposition of a parasite, she lays her eggs in the nests of other birds, who never suspecting the trick, hatch, feed and nourish the young strangers as their own. The nests selected for this purpose are those of the yellow-bird, the sparrow and blue-bird, and perhaps others. In these nests may often be seen an egg of larger

size and of a different color from those of the owner. This has been deposited by the bird in question, and which the proprietor of the nest will hatch, feeding and nurturing the young alien as her own progeny.

After a few weeks, during which the old bird continues to feed the young, the bunting becomes much larger than its foster parents, thus presenting the singular and curious spectacle of a little bird putting worms into the mouth of one twice her size, and of a different color from herself. This many persons have undoubtedly observed, without being aware of the circumstances above stated.

But the most singular and mysterious part of this history is, that the foster-parent has never been known to hatch her own eggs, but only the single one deposited by the parasite. What becomes of the eggs of the owner of the nest, has not been ascertained, and though several naturalists have been curious to develop the mystery, they have only found that all the true eggs, sometimes five or six in number, have been thrown out of the nest, only the false one remaining; but by what means this is done is unknown. The extent to which this singular practice is carried is indicated by the vast numbers of cow-buntings seen in flocks, mixed with the red-wing, in the autumn. Yet not a nest of this bird has ever been found, and it is now ascertained that she builds none.

We have thus thrown together a few particulars with respect to some of our most common birds, in order to show that the study of nature requires neither preparation nor instruction, but only *attention* and *observation*, and also that inquirers on this subject, especially those who reside in the country, may without any infringement on their ordinary employments, gain new and pleasant information almost every day of their lives.

THE TEACHER'S DANGERS.

NO. III.—THE SHOAL.

OLD Ocean floats many a keel, and various will be their fates. Scylla and Charybdis seem to gloat over their victims in more than bacchanal revelry; but the breakers' roar admonishes of one, and the horrid death-gurgle of the other may be heard long ere its

attraction becomes resistless. The quicksands have taken their share from those who avoided the reef and the whirlpool.

"I don't govern my school by penalties," says one; "I don't believe in it." "Nor I," replies another, "and as for being nervous I never knew what it was." "I lock all my cares in the school-house at night," adds a third, "and for my part can't see why any one will be so foolish as to let such trifles trouble him. What if scholars *do* whisper? They will of course and we must expect it; didn't we when we were at school? Suppose they do deceive when they can; don't all children? and if they neglect study or are careless and inattentive, isn't it perfectly natural? Why then let it worry one? I'll not fret about it at any rate."

All delinquencies and neglect of regulations are treated on the same plan. If a pupil, from the excess of laziness, does not prepare for recitation, the palliative "I didn't like to study in my school-days," proves the idler's palladium. If disorder reigns, the teacher is soothed by thinking how unnatural it is for children to sit still. If one, with wise forethought for his own convenience, appropriates the little conveniences of his neighbor to his own use and slyly pockets a knife, pen or pencil, it's so natural for children to want whatever they see, that the little innocent is with difficulty persuaded even to make restitution. If the school-room is converted into a playground for the most boisterous sports at noons, recesses or whenever not occupied for study, no harm can result from it, for "children always love play," muses the teacher. Or if passers-by meet with insult, there remains the consolation that rudeness is a part of boy nature, though it is hoped they will *outgrow* it.

The general principle is wrong. The ground *practically* taken is simply, that all acts that are *natural* may be exempt from punishment, for it is not lawful "to whip nature in a boy for a fault." Consequently *nature* grows stronger and *natural failings* multiply. Character is not formed; good principles are weakened, for *natural* principles receive the reward of self-gratification and are free from penalty, while obedience to conscience brings unnatural self-denial, and receives no special encouragement. Not that such teachers may not or do not recommend a conscientious regard for right and duty, but the pupils soon discover that it is not really expected of them; moreover, all the practical effects encourage such as *act out nature*, and children like men are influenced by interest quite as often as by a sense of duty.

Under such discipline a pupil *may* study, but he is not incited to

and much less required. The principle guiding the teacher is *let nature rule*. The scholar *ought* to study, but he does not like to: it is natural he should not and why force him to act contrary to nature? True, why? Why does yonder ship tack, now here, now there, laboring against an adverse wind? Why not float easily on, following the whisperings of Æolus, god of the winds, a guide at least as safe as the goddess Nature?

The wind is not right, and to make progress she must work against it. Such is the case of the teacher. Nature is not always right, and to progress he must often oppose her. No doubt it is *easier* to float with wind and tide, but the one bears him gently upon the shoal, and the other encircles him with a mound of sand, fastening firmly as a wall of adamant even, while the blue waves chase each other round the prow in seeming innocence and joy.

There is a depth of treachery in the sea, yet not more than in that deeper sea—the human heart. There is fickleness in the wind, but no less in the promptings of natural impulse.

May there not be some schools stranded on the shoal of inefficiency? They do not make progress; day after day returns as time glides smoothly, rapidly by, but no intellectual or moral advancement is left to mark its passing. Without aim or end, teachers and pupils float on the quiet waters of an apathetic indifference, all unconscious that they remain in the self-same place. The unnoticed tide of habit has quietly surrounded them with the sand-bank of a lifeless routine. There is no fear of danger, all is peace. But when some sudden excitement shall agitate the sea of public opinion and its resistless billows surge onward for progress, the stranded bark will be shattered and overwhelmed; again the waves will cease their raging, and the same enticing quiet will lure others to a like destruction. Let us often try our "soundings" and "haul off" from the shoal ere the storm arises.

F. C. B.

COMMON SCHOOL CELEBRATION IN NEW BRITAIN ON THE FOURTH.

At an early hour groups of merry, laughing children, with sparkling eyes and nimble feet, were seen hurrying toward the place of rendezvous, the Normal Building.

A grand procession was formed, consisting of the members of the

High and Normal Schools, with the President of the day, teachers and invited guests, followed by the various schools of the town, making in all nearly a thousand.

Each school carried a banner beautifully decorated with festoons of evergreens and flowers, and bearing a significant motto. The sight which this procession presented to the crowds of spectators, was more beautiful and pleasing to every true mind, than would have been a view of the grand and imposing armies of Alexander or Napoleon. For here were all ages and sizes, from the noble, manly youth, and lovely maidens, whose fair brows were scarcely less beautiful than the floral wreaths which graced them, down to the little ones, the household pets, whose motto was, "Little but Keen," and whose tiny feet kept pace so nicely with the soul-stirring strains of the band, as the procession marched to the grove selected for the exercises of the day.

Over the entrance to this sylvan retreat, which Art had united with Nature in adorning for the occasion, was the inscription, "We bid you welcome." Here upon the gentle slope of the hill, beneath the towering oaks of a century, were arranged seats for the schools, over which was erected a lofty arch with the inscription, "These are our jewels." At the base of the hill were the tables, giving promise of a rich entertainment and showing that tasteful as well as bountiful hands had been in requisition. But near this was the speakers' "stand," which presented greater attractions to the elder portion, as giving promise of a richer entertainment, even an intellectual feast. Over this was the motto, "Common schools—The tree our fathers planted we will cherish." How appropriate! for upon it sat those who have labored hard and long to cherish this tree. May success crown their worthy efforts.

The exercises commenced by a hymn from the Normal choir. Prayer was offered by the Rev. S. Rockwell. Then followed the reading of the "Declaration," and several addresses, which were interspersed with patriotic songs and declamations by some members of the different schools.

The first address was by the President of the day, Prof. J. D. Philbrick, which, though short, was appropriate and apt, as his words ever are. Prof. D. N. Camp gave an historical sketch containing an explanation of the day celebrated, which evinced that it came from a rich storehouse of knowledge.

The next address was from the world-wide renowned Elihu Burritt, the mention of whose name called forth hearty cheers, showing

that one "prophet is not without honor" even "in his own country and among his own kin." This address was a perfect gem, highly polished, from his great casket of thought. He closed, as he commenced, amid hearty cheers.

After some remarks by other gentlemen, the company having done ample justice to the generous tables dispersed.

In what way could the day have been more fittingly celebrated, than by this great "common school" gathering in the magnificent temple of nature, beneath the blue dome of heaven. In this all classes were assembled and mingled their voices in the songs of that freedom so dearly purchased by "the fathers," so freely enjoyed by their children.

E. L. C.

NEW BRITAIN, July 5th, 1854.

REPORT OF THE TRUSTEES OF THE STATE NORMAL
SCHOOL TO THE GENERAL ASSEMBLY, MAY, 1854.

To the General Assembly of the State of Connecticut:

THE Board of Trustees of the State Normal School in presenting their Fifth Annual Report, are able to speak of the institution as increasingly prosperous. The whole number of pupils who have been in attendance during the past year is 243, by whom have been represented 109 towns, situated in all the several counties of the state, though in different proportions. Hartford County has sent 62; New Haven, 39; New London, 16; Fairfield, 26; Litchfield, 33; Windham, 19; Middlesex, 22; Tolland, 24; and from the state of New Hampshire there have been two members of the school.

At the last anniversary in September, fifteen pupils having satisfactorily completed the course of study prescribed, and given evidence of ability to instruct and govern a school, received the Diploma of the institution. These, with the exception of one who was prevented by domestic circumstances, have since been engaged in teaching in different parts of the state with uniform success; and nearly all of the number have permanent situations, and by their devoted labors are doing much to elevate the standard of popular instruction, and commend the institution to public favor and admiration.

As a gratifying evidence of the progress which the school is

making in the public estimation, it can be said that the demand for Normal Teachers, all over the state, is rapidly increasing, and already greatly exceeds the supply. Wherever one is sent more are soon solicited, insomuch that, in one town, 19 have been employed in teaching at the same time. On the contrary, in some few instances it is to be regretted that persons possessing very inadequate qualifications for teaching, having attended the Normal School for a short time, have imposed themselves on the community as the fruits of Normal instruction, and by their incompetency discredited the institution. The obvious remedy for this evil is a longer attendance and thorough preparation.

It should be stated that the pupils generally, whether graduates or otherwise, in their respective fields of labor make very praiseworthy exertions to equal the public expectation, and reflect honor upon the school, which they seem to love with a truly filial regard, and whose good repute and extended usefulness they are anxious to promote.

The Union Graded School of the 1st District of New Britain, comprising four grades, viz., High, Grammar, Secondary and Primary Schools, and containing in the aggregate over 450 scholars, constitutes the Model Department of the Normal School. This school, while supported by the district, is under the general supervision of the Principal of the Normal School and kept in the Normal building. The members of the Normal School are divided into three classes, Senior, Middle and Junior. The recitations are so arranged that while two of these classes are engaged in reciting, the members of the other, in whole or in part, are employed in teaching classes in the model department, under the supervision of a teacher of the Normal or Model School. In this way a considerable portion of the Normal pupils have an opportunity, each day, to conduct a recitation in the Model School, those of less experience and skill being permitted to inspect the exercises of those who are more advanced, and take notes of points worthy of observation. Errors and defects in teaching, which have been observed by the superintending teacher, are made the topics of general remarks before the members of the Normal School, or if occasion requires, suggestion and counsel are given in private.

The most advanced pupils are required occasionally to make oral statements of their methods of conducting recitations, of securing the attention of their classes, and interesting them in their studies; of organizing a school, of dealing with difficult cases of discipline, and of conducting all the affairs of the school-room.

The members of the Senior Class are required to prepare written essays on the principles of education and the art of teaching the several branches taught in common schools, and on school arrangement and management. One of these essays is read before the school each morning, and remarked upon by the Principal, if deemed necessary. One hour each week is devoted to a public exhibition of teaching in the presence of the Normal School. The classes exhibited are taken from the Model School, and the exercises are conducted by teachers of both schools and by Normal pupils.

Lectures are given on the various topics relating to the business of teaching and the principles of education. In connection with these lectures, the pupils, when sufficiently advanced, are required to read portions of the best works on Education.

"It is our earnest endeavor," says the acting Principal, Prof. John D. Philbrick, in his annual statement to the Trustees, from which we are now quoting, "to make all these exercises thoroughly practical, and to adapt them to the wants of teachers who are to undertake the instruction and discipline of all the different grades of our public schools. We do not neglect the *first steps*, which are by far the most important of all. How few teachers know how to teach the alphabet properly. Still fewer know how to unlock the mind and heart of the little child."

The practice which has hitherto prevailed of permitting pupils to enter and leave the school at pleasure, has been found to be attended with so many evils as to render its discontinuance necessary. It is thought that an attendance of one whole term is the least that can be required consistently with the best interests of the pupil and the prosperity of the school.

The great obstacle to the filling up of the school, ever since its establishment, has been the expensiveness of board, in the village of New Britain, though no greater in that place than in most other localities of similar character. Never before has the want of cheap board operated so detrimentally to the prosperity of the school as at the present time. It is found difficult to obtain accommodations for the Normal pupils at a price ranging from \$2.25 to \$2.50 per week, and some have already left the institution, not being able to incur this expense for board, and gone to other schools at which they could be accommodated at a cheaper rate. A large proportion of the number who attend the school have but very limited means, and are necessitated to practice rigid economy in their expenditures. Many more would gladly avail themselves of its advantages if any

means could be devised by which board could be furnished at the bare cost. The subject is attended with difficulties, and the Trustees are not prepared, at the present time, to call for legislative aid, although the subject of a grant for building a boarding-house for the accommodation of the school, has been under advisement.

Section 5th of the act for the establishment of the Normal School prescribes the conditions of admission. The Trustees would suggest that this section be so amended, as to allow applicants to be admitted upon examination, at the Normal School, and certificate of good moral character, who may or may not have obtained from school visitors the certificates now required. Considerable embarrassment has hitherto resulted from the want of such a power to protect the school from the imposition of unqualified persons. According to the section as it now stands, the Trustees have no discretionary power, but, must receive all applicants who bring with them the certificates required, whether they shall be found qualified or otherwise, provided, of course, the number does not exceed the limitation prescribed.

The aggregate amount of orders drawn by the Comptroller in favor of the Trustees for the year ending the 16th of May, inst., is \$4,113.17; of this sum \$340.89 were appropriated to bills of the year previous, which remained unpaid at the date of our last Report, leaving a balance of \$3,772.28 for the year just closed. Of this amount \$2,741.57 were paid for instruction; \$117.62 for travel of Trustees, and \$958.00 for necessary alterations and furniture in the class-rooms, insurance, care of the buildings, and additions to the library. There are bills unpaid to the amount of \$250.00, which will make the expenditure for the year about \$4,000.00.

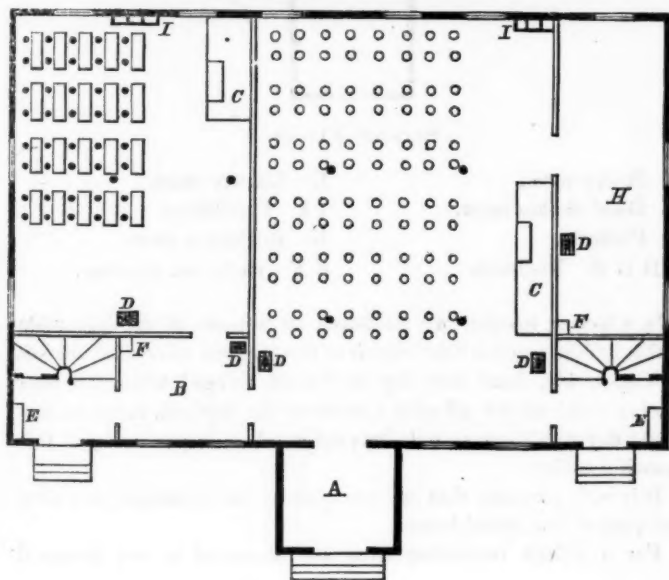
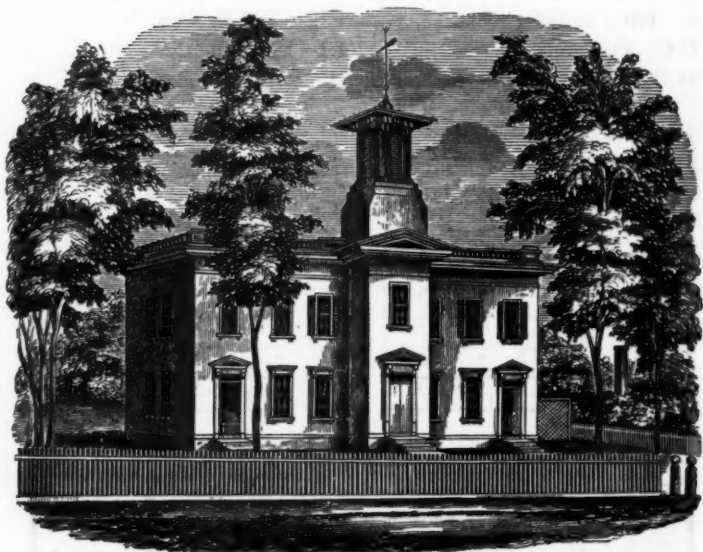
The Trustees would remind the Legislature of the occurrence of three vacancies in their board—one from Middlesex County, in place of William D. Shipman, removed out of the county; and two, one for New London County, and one for Fairfield County, in place of Henry P. Haven and Roger Averill, whose term of office expires at the close of the present session of the General Assembly.

Respectfully submitted by order of the Board.

FRANCIS GILLETTE, *Chairman.*

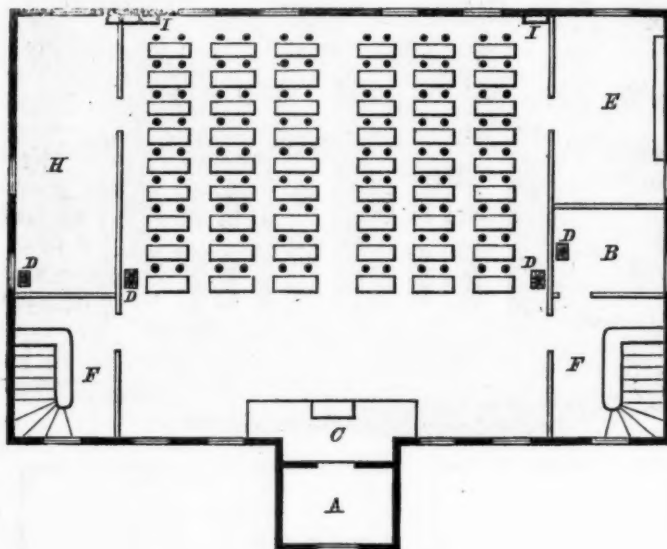
NEW HAVEN, May 10th, 1854.

THE COLLINSVILLE SCHOOL-HOUSE.
PERSPECTIVE VIEW AND PLANS.



FIRST FLOOR.

- | | | | |
|-----------|-----------------------|-----|--------------------|
| A | Front hall. | E E | Sinks for washing. |
| B | Girls' clothing room. | F F | Hot air flues. |
| C C | Platforms. | I I | Ventilators. |
| D D D D D | Registers. | H | Recitation room. |



SECOND FLOOR.

- | | | | |
|---------|----------------------|-----|---------------------|
| A | Belfry room, | E | Library room. |
| B | Girls' clothes room. | I I | Ventilators. |
| C | Platform. | H | Recitation room. |
| D D D D | Registers. | F F | Halls and stairway. |

In a former number we published an account of the dedication of this building, and a brief sketch of the progress of common schools in Collinsville, from that day of "small things" when the poor teacher could not be afforded a home on the Sabbath, down to that bright day which saw an excellent union school in possession of this beautiful edifice.

It is with pleasure that we now present the accompanying view and plan of this school-house.

For a village containing from one thousand to two thousand

inhabitants it is in our judgment a model building. We have never seen one built for the same money which pleased us so well. There is scarcely one point wherein we could suggest an improvement. If we should mention one it would be the furnishing of the *largest* room on the first floor for the secondary rather than for the primary department. But it may be best as it is for the *present* wants of the village. Experience will determine whether a change will be needed. Although the rooms are now seated for only 244 scholars, they contain ample space for 300.

The site combines every desirable requisite. It is central, elevated, well graded, spacious, (containing an acre,) sufficiently removed from the dusty thoroughfares, adorned with a variety of fine shade-trees, and supplied with the purest water from a copious, gushing spring.

The material of the building is wood. Its proportions are symmetrical and tasteful. Its internal arrangements are commodious and elegant. Nothing about it is stinted, and nothing extravagant.

The warming and ventilating apparatus was put up by Chilson & Co., Boston, and is of the most approved description.

The furniture is from the manufactory of S. Wales, of Boston, and in respect to comfort, durability and elegance, is unsurpassed.

The primary room, the largest on the first floor, is furnished with the arm-chair; a room occupied by a primary school in the Webster school-house in New Haven goes one step beyond this, inasmuch as it has a small desk in front of each arm-chair.

The second room in size on the first floor, is intended for the middle grade. This room is furnished with Wales' scroll back chair supported by an iron pedestal, and the double desk made of cherry wood. The main hall on the second floor is occupied by the highest department of the school. The furniture in that room differs from that in the room last described, only in size.

The lower story is 12 feet in the clear. The upper story is 13 feet in the clear. The length of the building is 62 feet; the width 42 feet. The primary room is 40 feet by 27 feet. The secondary room is 27 feet by 23 feet. The high school-room on the second floor is 40 feet by 40 feet. The recitation rooms are 10 feet wide, and two of them are 27 feet and one 19 feet in length.

J. D. P.

FIRST GATHERING OF THE SPRINGFIELD HIGH SCHOOL
ALUMNI.

THIS pleausurably anticipated reunion took place on Wednesday, June 21st, and was in every respect a most interesting and delightful renewal of old school memories and friendships. The Alumni, embracing past members of the institution, since the occupancy of the school building on Court street, in September, 1848, together with the present members, were assembled to the number of some four hundred to enjoy the happy greetings and cherished associations so congenial to the occasion. It was a noble and lovely gathering, and one which any city might be proud to look upon, much more to claim as its own.

A few minutes before 3 P. M., the procession, composed of young ladies and gentlemen, was formed at the High School and proceeded to Rev. Dr. Osgood's church, where a large gathering of their friends had previously assembled. After a voluntary from the organ, at which Henry Wilson presided, and after the audience were seated, the interesting exercises which were to follow, were appropriately introduced with prayer by Rev. Dr. Osgood. Then followed an original song; and here we will remark that this and others that were interspersed during the exercises, were written for the occasion by James K. Lombard of this city, himself one of the alumni, and were finely executed by an orchestra of young ladies and gentlemen, also members of the alumni.

The first vocal performance ended, the audience were next entertained with a very interesting and instructive historical sketch by Ariel Parish, the principal of the High School, and the presiding officer of the day.

He said that during the past six years of its existence, the school had embraced some 500 members, and it was a subject of congratulatory remark that its privileges had taken a wider and higher range than obtained under the old system of our forefathers; for the educational advantages in schools of this class at the present day, were enjoyed with equal freedom by both sexes, whatever their condition in life. No institutions, said the speaker, were more nobly designed to establish equality and freedom than such as this, and those who listened to him could do no better service to their own welfare hereafter, nor to their country, than by sustaining the common school.

The singing of a beautiful hymn was followed by the next intellectual treat, viz., an address from William H. L. Barnes of this city, subject—*The Individualism of Character*. The address was eloquently delivered, and was replete with beautiful thoughts and patriotic sentiments.

Another original hymn, and then came a rich and racy poem by James K. Lombard of this city. It was a *Retrospect of the country school and the city school*, in which the former, with all the rudeness and uncongenial attachments pertaining to it in by-gone years, was brought in striking and amusing review before the audience; while the latter, with all the advantages and pleasant associations imparted by a more intelligent and enlightened system of education, was held up in equally vivid portraiture and in most happy contrast. The present High School and its excellent principal, and the memory of departed associates, were incidental themes of appropriate and affectionate tribute; while the high duties devolving upon the living were made the subject of earnest and impressive appeal.

Henry H. McFarland, formerly of this city, but now of New Haven, was next introduced. The influence of experience on present and future character was in substance the theme of his address. and in its elucidation the great elements of a perfectly developed character, viz., power, independence, labor and integrity, were strongly brought out, and their relations to each other were illustrated in a manner to be treasured in useful remembrance. In closing, the speaker bestowed an affecting tribute to the memory of deceased members of the school, enumerating them, one by one, from the first down to the last, whose remains had been consigned to their final resting-place, even during the progress of these exercises. These tenderly expressed remembrances of the dead were appropriate to the occasion, and affected many of the audience to tears.

In touching unison with this closing tribute, was an original song in the air of "*The Mother's Farewell*."

The attractive exercises at the church were concluded with another song in the air of "*Auld Lang Syne*," in which the whole audience heartily and enthusiastically joined.

FESTIVITIES AT HAMPDEN HALL.

A social reunion at Hampden Hall in the evening, gave an appropriate and happy finale to the proceedings of the day. The hall was tastefully festooned with evergreen and otherwise elegantly decorated. Over the speakers' platform was the following motto

wrought in evergreen, "WELCOME SCHOOL-MATES;" while in front was a giant urn richly decorated with mosses, flowers and evergreen, and from it flowed that best of all beverages—cold water. Along the sides of the hall were ranged the tables, groaning with creature luxuries, and magnificently ornamented with vases of flowers—the work of many fair hands.

The company present numbered about 800, and a more happy and beautiful assemblage was never seen. The evening's pleasures were enhanced by vocal melodies, and by the performances of Germunder's Cotillion Band; and after partaking of the splendid repast upon the tables and prolonging the social interchanges of the occasion till nearly 12 o'clock, a portion of the company retired, but others enjoyed some of the small hours of the morning by mingling in the graceful dance.

About 250 of the alumni and about 150 members of the High School participated with their friends in the happy scenes of the day and evening. Some of the former came from Ohio, Michigan, Missouri, Virginia, New York, and many of the adjoining states, as well as from all parts of Massachusetts, and there was one who had just arrived home from China, and another from Australia.

Thus ended one of the most attractive gatherings ever seen in Springfield. We are glad to know that it is not to be the last. A committee of the alumni meet this morning to perfect arrangements for their continuance in future years.—*Springfield Republican*.

Resident Editor's Department.

OUR STATE TEACHERS' ASSOCIATION.

At a meeting of the Board of Directors of the association held in Hartford on the 15th of July, it was voted to hold the next annual meeting in Norwich, commencing at 2 o'clock P. M. on the 23d of October next, and closing on the evening of the 24th.

Hon. Henry Barnard, Superintendent of Schools, Prof. D. N. Camp of the State Normal School, and Rev. J. P. Gulliver of Norwich, have been invited to lecture.

The people of Norwich will give the Association a cordial reception. Now, fellow-teachers, we must do our part. In the first place we must

decide to *attend*. Let us consider that as a *fixed fact*. In the next place let us persuade our neighbors to attend; especially let us try to get out those teachers who do not know by experience, the benefit of such meetings. Finally let us try to do what belongs to us to do when we get there.

STATE NORMAL SCHOOL.

THE fall term will commence on the 23d of August and continue eight weeks. The anniversary exercises will take place on the 17th and 18th of October.

Persons expecting to enter should send their certificates at as early a day as possible to the associate principal at New Britain.

Former pupils who are expecting to return, should send their names as soon as possible, so that arrangements may be made for their board.

Pupils are expected to be present on the *first* day of the term and remain till the *last*.

A good scholar is not, as a matter of course, a good teacher, but a really good teacher must be a good scholar. Hence provision is made in the Normal School for a thorough and extensive course of study in connection with training in the art of teaching.

Persons who have not *certificates* may be admitted *on examination*.

OTHER EXAMPLES OF A WISE LIBERALITY.

IN the preceding number we had the pleasure of recording the liberal and enlightened policy of the people of New Britain, in rewarding the services of the excellent principal of their High School.

New London and New Haven have done "likewise" and even more.

Mr. L. L. Camp, a graduate of the Normal School, has been teaching in the former city, at a salary of \$700. He was solicited to take a school in Massachusetts at \$900. The people of his district called a meeting and instructed the committee to pay him *as much as he could get elsewhere*. So that his salary is now \$900, and is to be made \$1000 if he remains another year.

Nearly the same thing has been done at New Haven with respect to Mr. C. G. Clark, the sub-master of the Webster School.

Let this line of policy be pursued in every part of the state, and our schools will soon be our pride and glory.

NOTICES OF BOOKS.

The Parent and Teacher is just the book for every teacher and every parent. It is very encouraging to see the *fifth* edition treading so suddenly upon the heels of the fourth. It shows that somebody is reading a good book. It is the work of Charles Northend, superintendent of the schools of Danvers, Mass., an excellent teacher and a sound educator. He tells the teacher what he ought to be and what he ought to do. His chapter on spelling is worth twice the price of the book. His advice to parents is timely and salutary.

The book is published by A. S. Barnes & Co., New York. Price, \$100.

Barnard on Education in Europe. If any teacher in Connecticut has not procured this work, we would advise him to do so before the time for procuring it at a merely nominal price has passed.

It contains a fund of information on the subject of education which can not be found between the two covers of any other book in the language.

It gives us in a condensed form, the results of the experience of Europe in the progress of popular education.

Without this work no teacher's library can lay any claim to completeness.

A Lecture on School Government, by A. PARISH, A. M., Principal of the Springfield (Mass.) High School, may be found at the bookstore of Brockett, Hutchinson & Co., in Hartford.

We would advise the teacher who does not possess this pamphlet to call and get it, or send for it.

It is not a mere rhetorical flourish, nor the crude guesswork of a novice. It is the product of experience and good sense. It will do to carry into the school-room and consult as a manual.

Pollok's Course of Time, with notes. By JAMES R. BOYD. Published by A. S. Barnes & Co., 51 John St., New York.

This edition is so cheap as to be within the reach of all, and yet it is got up in a style sufficiently elegant for all who buy books for use rather than show. It is a good book to put into the hands of advanced scholars for the purpose of exercising them in critical analysis. The editions of Milton and Cowper, by the same firm, are well adapted to the same use.

 TO SCHOOL VISITORS.

The acting visitor of each school society in the state is entitled to a copy of this Journal, gratis; and where no member of the board is designated as the acting visitor, the chairman is entitled to it. These officers are requested to send their names and address to F. B. Perkins, publishing agent, at Hartford, whereupon this Journal will be immediately forwarded.

Do you wish an Institute in your neighborhood this autumn? If so, please apply as directed in the last number.

Exchanges please direct to the Resident Editor, at New Britain.